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ABSTRACT

This paper presents the results of a study that was conducted to determine the effects of court ordered desegregation on student attendance and mobility. The study documented and isolated the attendance and mobility patterns of Title I children, with similar attention given to the attendance and mobility patterns on non-Title I children and schools. The data presented consist of information regarding attendance, transfers, drops, and withdrawals of K-6 students. Tables show attendance and mobility patterns of students by grade, sex, ethnicity, school, and geographic region. These patterns are compared with data from previous years. The report concludes that the desegregation effort led to increased withdrawals, transfers, and lower attendance than would have been expected when compared to control schools not affected by the court order. (Author/APM)

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EFFECTS OF COURT-ORDERED DESEGREGATION ON STUDENT ATTENDANCE AND MOBILITY

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Purpose of the Study

For many years a large urban school district has been implementing special supplementary programs under the provisions of Title I of the Elementary and Secondary Education Act (ESEA). Over the past few years, an observed effect of these programs has been an increased attendance among the program participants. The purpose of this study was to document and isolate the attendance and mobility patterns of Title I children, with similar attention given to the attendance and mobility patterns of the remaining (i.e., non-Title I) children and elementary schools. These districtwide patterns were of particular importance since the school year under study marked the second year of a court-ordered desegregation plan which called for the transportation of a large number of students at particular grades.

Population in the Study

Data were collected on all students who were enrolled for any portion of time at any Title I or non-Title I elementary school. The data consisted of information regarding attendance, transfers, drops, and withdrawals. Attendance data were available through the fifth six-weeks period. Transfers were defined simply as students who withdrew from one school and re-enrolled in another school before two weeks had elapsed. Drops were defined as students who formally withdrew from school and, as of June 1, had not re-enrolled locally. Withdrawals were defined as students who left school (or were removed from the roll because of non-attendance) but, after a period of two weeks or more, re-enrolled in the district (e.g., migrant students). Data from a small number of schools would appear to be suspect when compared to neighboring schools.

Design of the Study

The design called for an examination of historical data concerning attendance and mobility. Attendance data were collected through the fifth six-weeks period of the school year. Mobility data were available for all six-weeks periods of the school year. No efforts were planned to test the statistical significance of differences obtained, but rather to present findings in such a way as to allow the reader to draw conclusions, taking into account factors that were not readily quantifiable.

The major evaluation questions were:

1. What was the attendance pattern of K-6 students by grade, sex, ethnicity, school, and geographic region of the district?

2. How did attendance for Title I students compare with previous years?

3. What were the patterns of transfers, withdrawals, and drops for students in grades K-6?

4. How do transfers and drops for Title I students compare with previous years?

5. Did the desegregation plan have any impact on students' attendance and/or mobility?

Results of the Study

1. Table 1 presents the average attendance data by grade, ethnicity, and geographical region. Attendance data were collected from the first through the fifth six-weeks period for all elementary schools. As the table indicates, variations in attendance were minimal among ethnic groups and among geographical regions (although students in the all-Black south central region attended slightly more days than students in the other regions). However, a districtwide trend indicated that average attendance generally increased across grades. In all regions, kindergarten students displayed the lowest average attendance for all grades.

   In subsequent grades, the increase in average attendance was generally apparent though not consistently linear. That is, sixth graders did not in every case demonstrate the greatest average attendance.

2. Because attendance data were not readily available for non-Title I schools for previous years, longitudinal information can be presented only for Title I populations. These data are presented in Table 2. These findings indicate that there was a slight decrease in the proportion of days students attended as compared to the previous two years. The average Title I attendance for the year was 125 out of a possible 143 days (87.4%), whereas for the previous year the average was 131 out of 145 days (90.3%) and the year before that the average was 135 out of 151 possible days (89.4%). This decline represents a drop of approximately 3% in the proportion of average attendance to total possible attendance between years. Title I attendance had increased only slightly between base years, from 89.4% to 90.3%. The difference in average attendance between males and females was negligible. The same was found to be true among ethnic populations, although the average for the "other" ethnic group (predominantly oriental) was somewhat higher than for the remaining ethnicities.

3. Tables 3 through 19 provide information by region on the number and rate of transfers, withdrawals and drops by grade, ethnicity and six-weeks period (south central data were examined by grade and six-weeks period only). This information, combined with the individual school data included in the appendix, gives a detailed picture of the mobility situation in the district. Further examination of transfer data, namely where do students transfer from and to, allows for the understanding of patterns of movement within

the district. The following may be observed from the data:

a. The vast majority of all withdrawals occurred in the first six-weeks period.

b. Almost one-half of all transfers occurred during the first six-weeks period.

c. Over 40% of all drops occurred during the first six weeks of school.

d. Most transfers were to neighboring schools. However, four pairs of schools had extremely high rates of transfers between one another.

e. Eleven schools were found to be sending over 20% of all their transfers to one particular school.

f. A comparison of transfer rates out of a school versus transfer rates into the same school (net transfer rates) demonstrated that because of the movement of students some schools were losing enrollment during the year while others were gaining. Seven schools were found to have a net loss of 10% or more. On the other hand, four schools showed a net gain of 10% or more.

g. Finally, there were two regions of the district which appeared to have distinct patterns of mobility corresponding to increasing socioeconomic status.

4. Tables 20 through 23 prosent a districtwide summary of transfers, withdrawals, and drops by six-weeks period and by ethnicity for the school year under study. Transfer data by grade and six-weeks period is given in Table 20. Withdrawal data by grade and six-weeks period is presented in Table 21. Drop data by grade and six-weeks period is presented in Table 22. Table 23 presents transfer, withdrawal and drop data by ethnicity.

Transfer data for the previous year were available for Title I and indicated that transfers occurred most often in grade 6 and that there was a marked decline in the number of Black students who transferred and a corresponding increase for Anglo students. Similar results were indicated by the Title I drop data for the same year, with students in grade 6 withdrawing most often and proportionately fewer Blacks dropping than Anglos.

Districtwide transfer, withdrawal and drop information was available for the first time in a uniform fashion for the year of this study. As Table 20 indicates, the majority of transfers for all grades except kindergarten occurred during the first six-weeks period. Kindergarten transfers amounted to only 6% of the total number of transfers. The largest percentage (19%) of transfers occurred

in grade 1, and the percentages consistently declined from grade to grade, with transfers in grade 6 amounting to 12% of the total. A similar pattern was observable for the withdrawal and drop data (Tables 21 and 22). Furthermore, the greatest proportion of transfers, withdrawals and drops occurred in the first six-weeks period for all grades but kindergarten. As Table 23 indicates, transfers, withdrawals and drops demonstrated wide variation among ethnicities. Black students transferred in proportionately greater numbers than any other ethnic group, accounting for 60% of the transfers as compared to 23% for Anglos, 17% for Mexican-Americans, and less than 1% for Native-Americans and Orientals. A similar relationship among ethnic groups occurred in terms of withdrawals with Blacks accounting for 56% to 26% for Anglos, 17% for Mexican-Americans and 1% for others. On the other hand, Anglo students made up 60% of the group who dropped from school, as compared to 25% for Blacks, 13% for Mexican-Americans, and 2% for Native-Americans and Orientals.

5. The desegregation plan created 4-6 centers where students from two or more schools were bussed into a neighborhood school typically situated a reasonable distance between the district's outer boundaries and inner city locations. The schools receiving students, with few exceptions, also had a K-3 walk-in population. For purposes of discussion, these schools are referred to as "impacted". Schools identified as naturally (or previously) integrated or having a walk-in K-3 population but sending students elsewhere for grades 4-6 are referred to as "non-impacted." A comparison of attendance, transfer, withdrawal and drop data between impacted and non-impacted schools indicates the following:

   a. Many impacted schools had dramatically lower attendance rates at grades K-3.

   b. While little difference was observable in transfer rates between the groups, withdrawal and drop rates were subject to a great deal of variance with no consistent pattern between the impacted and non-impacted schools within a geographical region.

   c. In impacted schools, there was a signicantly higher proportion of drops at grades K-3 versus 4-6 in the northwest, northeast and southeast regions.

   d. The southwest, south central and rural regions being left in an entirely neighborhood school setting had less deviation between grades and among schools on the variables considered in this study. Furthermore, the drop rate in the south central region was dramatically lower than any other region in the district.

In conclusion, it was apparent that the impact of transporting students into certain schools led to increased withdrawals, transfers, and lower attendance than would have been expected when compared to control schools not affected by the court order.

Table 1

Average Attendance (143 Possible Days)
by Grade, Ethnicity, and Geographic Region

Grade	Geographic Region																	
	Northwest			Northeast			Southeast			Southwest			South Central	Rural		
	A	B	MA	A	B	MA	A	B	MA	A	B	MA	B	A	B	MA
K	112	119	115	118	115	117	107	118	110	114	118	117	119	114	127	98
1	122	122	119	123	119	120	119	123	123	120	129	121	123	120	121	116
2	126	125	124	127	122	121	121	125	122	122	129	125	127	122	127	125
3	127	127	125	127	123	124	123	126	128	123	130	124	128	123	125	121
4	127	123	122	126	123	122	123	126	128	123	131	126	129	123	131	131
5	124	121	123	126	122	124	122	128	124	124	131	125	130	127	133	113
6	126	123	125	125	123	125	122	128	126	122	130	125	129	125	133	125
Total	124	123	122	125	121	122	120	125	123	121	129	123	126	122	128	120

Note. A=Anglo, B=Black, MA=Mexican-American

South Central region predominantly Black. Therefore, data were not examined separately for non-Black ethnic groups.

Table 2

Mean Total Attendance for Three
Consecutive Years by Sex and Ethnicity
For Title I Students

	Base Year 1 (151 Possible Days)				Base Year 2 (145 Possible Days)				Year of Analysis (143 Possible Days)			
Ethnicity	M	F	Total	Percent of Possible	M	F	Total	Percent of Possible	M	F	Total	Percent of Possible
Anglo	133	133	133	88.1%	130	129	130	89.7%	125	123	124	86.7%
Black	138	138	138	91.4%	132	131	132	91.0%	126	125	126	88.1%
Mexican-American	135	134	134	88.7%	129	129	129	89.0%	124	123	124	86.7%
Total	136	135	135	89.4%	132	131	131	90.3%	125	125	125	87.4%

Note. M=Male, F=Female

Table 3

Number and Rate of Transfers
by Grade, Ethnicity, and Six-Weeks Period
for the Northwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	23	20	44	39	44	39	3	3	15	13	20	18	30	26	22	19	21	18	6	5	114	6
1	59	14	217	53	129	32	4	1	245	60	47	11	48	12	38	9	24	6	7	2	409	20
2	74	20	180	49	113	31	3	1	243	66	38	10	46	12	21	6	18	5	4	1	370	18
3	78	21	194	52	95	26	4	1	239	64	41	11	34	9	25	7	25	7	7	2	371	18
4	54	18	156	52	90	30	1	<1	206	68	34	11	28	9	16	5	13	4	4	1	301	15
5	50	19	131	51	76	29	1	<1	159	62	36	14	28	11	16	6	16	6	3	1	258	12
6	54	22	121	49	70	28	2	1	166	67	29	12	26	11	12	5	7	3	7	3	247	12
Total	392	19	1043	50	617	30	18	1	1273	61	245	12	240	12	150	7	124	6	38	2	2070	100

Table 4

Number and Rate of Withdrawals
by Grade, Ethnicity and Six-Week Period
for the Northwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	12	19	22	36	26	42	2	3	13	21	18	29	14	23	7	11	8	13	2	3	62	5
1	42	17	121	48	89	35	1	<1	190	75	31	12	15	6	9	4	8	3	0	0	253	19
2	48	20	116	49	69	29	3	2	202	86	20	9	9	4	3	1	1	<1	1	<1	236	18
3	51	23	108	49	60	27	2	1	180	81	21	10	10	5	7	3	3	1	0	0	221	16
4	40	19	101	49	62	30	3	2	161	78	19	9	17	8	6	3	3	2	0	0	206	15
5	44	23	87	46	56	30	1	1	140	74	21	11	16	9	9	5	2	1	0	0	188	14
6	38	21	85	48	54	31	0	0	137	77	19	11	12	7	7	4	2	1	0	0	177	13
Total	275	20	640	48	416	31	12	1	1023	76	149	11	93	7	48	4	27	2	3	<1	1343	100

Table 5

Number and Rate of Drops
by Grade, Ethnicity, and Six-Week Period
for the Northwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	96	44	38	18	67	31	15	7	15	7	55	25	45	21	40	19	37	17	24	11	216	9
1	226	60	52	14	84	22	17	4	135	36	66	17	42	11	48	13	57	15	31	8	379	16
2	269	64	55	13	68	16	29	7	190	45	52	12	43	10	28	7	73	17	35	8	421	17
3	253	67	45	12	69	18	12	3	193	51	50	13	47	12	30	8	47	12	12	3	379	16
4	241	67	51	14	58	16	12	3	195	54	48	13	38	10	31	9	32	9	18	5	362	15
5	237	71	38	11	50	15	8	2	183	55	49	15	34	10	28	8	25	8	14	4	333	14
6	222	70	47	15	41	13	9	3	173	54	50	16	28	9	28	9	26	8	14	4	319	13
Total	1544	64	326	14	437	18	102	4	1084	45	370	15	277	11	233	10	297	12	148	6	2409	100

Table 6

Number and Rate of Transfers
by Grade, Ethnicity, and Six-Weeks Period
for the Northeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	33	27	68	55	21	17	1	1	25	20	27	22	17	14	27	22	21	17	6	5	123	5
1	107	24	263	58	78	17	6	1	268	59	39	9	49	11	54	12	36	8	8	2	454	19
2	82	21	250	65	53	14	2	1	243	63	36	9	34	8	38	10	27	7	9	2	387	16
3	133	30	255	57	55	12	3	1	278	62	48	11	36	8	43	10	32	7	9	2	446	19
4	90	25	223	62	43	12	2	1	211	6	33	9	44	12	36	10	30	8	4	1	358	15
5	60	19	215	69	36	12	1	<1	179	57	45	14	25	8	30	10	27	9	6	2	312	13
6	69	23	188	61	48	16	1	<1	186	61	23	8	33	11	29	9	29	9	6	2	306	13
Total	574	24	1462	61	334	14	16	7	1390	58	251	11	238	10	257	11	202	8	48	2	2386	100

Table 7

Number and Rate of Withdrawals
by Grade, Ethnicity, and Six-Week Period
for the Northeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	19	40	26	55	2	5	0	0	11	23	9	19	11	23	12	26	3	7	1	2	47	3
1	79	28	149	54	45	16	5	2	225	81	19	7	15	5	11	4	8	3	0	0	278	20
2	62	26	150	63	27	11	1	<1	203	85	10	4	15	6	7	3	4	2	1	<1	240	17
3	84	35	132	55	21	9	2	1	198	83	15	6	9	4	9	4	6	2	2	1	239	17
4	43	20	140	67	26	12	2	1	182	86	10	5	8	4	8	4	3	1	0	0	211	15
5	47	24	131	66	19	10	0	0	148	75	24	12	10	5	8	4	6	3	1	1	197	14
6	56	27	122	60	25	13	1	<1	165	81	18	9	6	3	8	4	6	3	1	<1	204	14
Total	390	28	850	60	165	11	11	1	1132	80	105	7	74	5	63	4	36	3	6	1	1416	100

Table 8

Number and Rate of Drops
by Grade, Ethnicity, and Six-Week Period
for the Northeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	148	59	57	23	40	16	4	2	23	9	48	19	32	13	42	17	58	23	46	18	249	11
1	255	66	81	21	43	11	10	3	151	39	44	11	54	14	53	14	57	15	30	8	389	17
2	263	69	65	17	44	12	10	3	183	48	35	9	45	12	39	10	47	12	33	9	382	17
3	237	74	51	16	28	9	6	2	149	46	23	7	47	15	38	12	43	13	22	7	322	14
4	245	73	56	17	29	9	7	2	161	48	40	12	38	11	34	10	48	14	16	5	337	15
5	233	73	49	15	31	10	8	2	149	46	42	13	31	10	37	12	43	13	19	6	321	14
6	207	67	56	18	33	11	11	4	146	48	29	9	28	9	42	14	41	13	21	7	307	13
Total	1588	69	415	18	248	11	56	2	962	42	261	11	275	12	285	12	337	15	187	8	2307	100

Table 9

Number and Rate of Transfers
by Grade, Ethnicity, and Six-Weeks Period
for the Southeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	46	40	57	49	12	10	1	1	24	21	23	20	22	19	22	19	22	19	3	3	116	6
1	132	41	176	54	14	4	1	<1	171	53	38	12	32	10	36	11	45	14	1	<1	323	18
2	146	45	152	48	24	7	3	1	181	56	40	12	35	11	32	10	33	10	4	1	325	18
3	125	41	156	52	21	7	0	0	193	64	30	10	25	8	19	6	29	10	6	2	302	17
4	107	36	170	58	17	6	0	0	170	58	39	14	26	9	23	8	28	10	8	3	294	16
5	102	41	129	52	18	7	0	0	146	59	36	14	24	10	23	9	18	8	2	1	249	14
6	91	42	110	50	17	8	0	0	123	56	30	14	23	11	19	9	20	9	3	1	218	12
Total	749	41	950	52	123	7	5	<1	1008	55	236	13	187	10	174	10	195	11	27	1	1827	100

Table 10

Number and Rate of Withdrawals
by Grade, Ethnicity, and Six-Week Period
for the Southeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	30	56	22	39	4	7	0	0	11	20	18	32	15	27	4	7	7	12	1	2	56	5
1	79	41	98	52	13	7	0	0	143	75	19	10	16	9	7	4	5	3	0	0	190	18
2	84	43	103	53	7	4	1	<1	148	76	20	10	15	8	5	2	7	4	0	0	195	19
3	69	40	95	55	10	5	0	0	139	80	11	6	14	8	3	2	6	4	1	<1	174	17
4	62	36	98	58	10	6	0	0	145	85	12	7	7	4	2	1	3	2	1	1	170	16
5	46	35	71	54	14	11	0	0	113	86	10	8	5	4	3	2	0	0	0	0	131	13
6	57	44	67	52	5	4	0	0	101	78	12	9	11	9	2	2	3	2	0	0	129	12
Total	427	41	554	53	63	6	1	<1	800	77	102	10	83	8	26	2	31	3	3	<1	1045	100

Table 11

Number and Rate of Drops
by Grade, Ethnicity, and Six-Week Period
for the Southeast Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	120	75	31	19	8	5	0	0	14	9	22	14	34	21	28	18	42	26	19	12	159	11
1	205	75	45	17	20	7	2	1	120	44	23	8	35	13	33	12	46	17	15	6	272	18
2	213	81	37	14	12	5	1	<1	129	49	32	12	26	10	17	6	43	16	16	6	263	18
3	165	80	36	17	6	3	0	0	78	38	28	14	21	10	24	12	41	20	15	7	207	14
4	207	83	34	14	8	3	0	0	122	49	27	11	25	10	18	7	50	20	7	3	249	17
5	129	77	28	17	11	7	0	0	73	43	26	15	11	7	17	10	28	17	13	8	168	11
6	146	81	23	13	11	7	0	0	80	44	18	10	17	9	19	10	41	23	6	3	181	12
Total	1185	79	234	16	77	5	3	<1	616	41	176	12	169	11	156	10	291	19	91	6	1499	100

Table 12

Number and Rate of Transfers
by Grade, Ethnicity, and Six-Weeks Period
for the Southwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	91	33	45	29	55	36	2	1	15	10	38	25	36	24	29	19	27	18	8	5	153	6
1	169	33	165	33	168	33	4	1	268	53	67	13	54	11	68	13	40	8	9	2	506	19
2	166	35	153	32	150	32	6	1	262	55	62	13	43	9	66	14	34	7	8	2	475	18
3	132	30	151	34	161	36	0	0	252	57	55	12	43	10	39	9	38	8	17	4	444	17
4	125	31	170	42	104	26	5	1	229	57	46	11	46	11	39	10	32	8	12	3	404	15
5	113	33	140	41	91	26	1	<1	210	61	33	10	33	10	29	8	34	10	6	2	345	13
6	99	32	108	31	98	32	0	0	193	56	27	9	29	10	25	8	26	9	5	2	305	12
Total	855	32	932	35	827	31	18	1	1429	54	328	12	284	11	295	11	231	9	65	2	2632	100

Table 13

Number and Rate of Withdrawals
by Grade, Ethnicity, and Six-Week Period
for the Southwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	20	36	14	25	19	35	2	4	8	15	24	43	11	20	6	11	6	11	0	0	55	4
1	106	37	76	27	99	35	4	1	228	80	21	7	16	6	12	4	7	3	1	<1	285	19
2	84	32	81	31	92	35	4	2	215	82	19	7	13	5	4	2	9	4	1	<1	261	17
3	85	33	78	31	92	36	0	0	213	84	14	5	15	6	7	3	5	2	1	<1	255	17
4	89	38	73	32	67	29	2	1	196	85	13	5	12	5	6	3	4	2	0	0	231	15
5	72	35	73	35	60	29	2	1	176	85	12	6	9	5	5	2	4	2	1	<1	207	14
6	72	35	70	35	60	30	1	<1	169	84	12	6	12	6	5	2	5	2	0	0	203	14
Total	528	35	465	31	489	33	15	1	1205	80	115	8	88	6	45	3	40	3	4	<1	1497	100

Table 14

Number and Rate of Drops
by Grade, Ethnicity, and Six-Week Period
for the Southwest Region

	Ethnicity								Six-Weeks Period													
	Anglo		Black		Mex-Am		Other		1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	139	53	65	25	51	20	6	2	18	7	35	13	42	16	58	22	77	30	31	12	261	11
1	233	54	85	20	107	25	6	1	172	40	51	12	51	12	60	14	65	15	32	7	431	17
2	248	58	89	21	75	17	19	4	182	42	37	9	53	12	61	14	59	14	39	9	431	17
3	233	62	74	20	65	17	5	1	181	48	32	8	36	10	40	11	50	13	38	10	377	15
4	205	61	62	18	65	19	6	2	166	49	31	9	33	10	43	13	37	11	28	8	338	14
5	197	62	52	16	64	20	7	2	147	46	35	11	26	8	39	12	49	15	24	8	320	13
6	194	61	53	17	67	21	6	2	141	44	30	9	35	11	51	16	36	11	27	8	320	13
Total	1449	58	480	19	494	20	55	2	1007	41	251	10	276	11	352	14	373	15	219	9	2478	100

Table 15

Number and Rate of Transfers
and Withdrawals by Grade and Six-Weeks Period
for the South Central Region

	Six-Weeks Period																							
	1				2				3				4				5				6				Total			
	Transfers		With-drawals		Transfers		With-drawals		Transfers		With-drawals		Transfers		With-drawals		Transfers		With-drawals		Transfers		With-drawals		Transfers		With-drawals	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	21	14	7	17	42	28	12	29	29	19	9	21	37	24	13	31	20	13	1	2	3	2	0	0	152	6	42	4
1	279	58	163	82	60	12	14	7	52	11	13	7	46	10	5	3	43	9	3	2	4	1	0	0	484	19	198	17
2	255	57	163	82	45	10	13	7	53	12	17	9	46	10	5	3	43	10	1	1	6	1	0	0	448	18	199	17
3	246	59	164	81	54	13	20	10	49	12	9	4	36	9	8	4	24	6	2	1	7	2	0	0	416	17	203	17
4	223	59	144	81	42	11	18	10	50	13	12	7	33	9	3	2	26	7	0	0	3	1	0	0	377	15	177	15
5	213	61	183	86	38	11	16	8	30	9	6	3	34	10	6	3	31	9	2	1	5	1	0	0	351	14	213	18
6	158	57	127	84	27	10	11	7	41	15	8	5	29	10	5	3	19	7	0	0	3	1	0	0	277	11	151	13
Total	1395	56	951	80	308	12	104	9	304	12	74	6	261	10	45	4	206	8	9	1	31	1	0	0	2505	100	1183	100

Table 16

Number and Rate of Drops
by Grade and Six-Week Period
for the South Central Region

	Six-Weeks Period													
	1		2		3		4		5		6		Total	
Grade	n	%	n	%	n	%	n	%	n	%	n	%	n	%
K	5	4	26	23	24	21	21	19	22	20	14	13	112	11
1	59	36	28	17	15	9	19	12	22	13	20	12	163	17
2	84	54	14	9	14	9	17	11	19	12	8	5	156	16
3	68	48	14	10	16	11	24	17	13	9	8	6	143	15
4	53	38	18	13	12	9	23	16	26	19	8	6	140	14
5	50	38	17	13	17	13	15	11	20	15	12	9	131	13
6	59	43	7	5	14	10	25	18	24	18	7	5	136	14
Total	378	39	124	13	112	11	144	15	146	15	77	8	981	100

Table 17

Number and Rate of Transfers
by Grade, Ethnicity, and Six-Weeks Period
for the Rural Area

Grade	Ethnicity: Anglo n	Anglo %	Black n	Black %	Mex-Am n	Mex-Am %	Other n	Other %	Six-Weeks Period: 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	8	100	0	0	0	0	0	0	1	13	0	0	2	25	3	38	2	25	0	0	8	8
1	14	88	0	0	2	12	0	0	10	63	2	13	0	0	1	6	2	13	1	6	16	16
2	15	94	0	0	1	6	0	0	9	56	1	6	4	25	1	6	1	6	0	0	16	16
3	12	75	1	6	2	12	1	6	7	44	2	13	0	0	3	19	4	25	0	0	16	16
4	3	60	2	40	0	0	0	0	4	80	1	10	0	0	0	0	0	0	0	0	5	5
5	14	78	1	6	3	17	0	0	9	50	3	17	5	28	1	6	0	0	0	0	18	18
6	21	95	0	0	1	5	0	0	10	45	3	14	2	9	6	27	1	5	0	0	22	22
Total	87	86	4	4	9	9	1	1	50	50	12	12	13	13	15	15	10	10	1	1	101	100

Table 18

Number and Rate of Withdrawals
by Grade, Ethnicity, and Six-Week Period
for the Rural Area

Grade	Ethnicity: Anglo n	Anglo %	Black n	Black %	Mex-Am n	Mex-Am %	Other n	Other %	Six-Weeks Period: 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	3	100	0	0	0	0	0	0	1	33	0	0	0	0	1	33	1	33	0	0	3	5
1	10	84	1	8	1	8	0	0	7	60	1	8	2	16	1	8	1	8	0	0	12	20
2	8	80	0	0	1	10	1	10	8	80	1	10	1	10	0	0	0	0	0	0	10	17
3	6	75	0	0	2	25	0	0	5	63	1	12	2	25	0	0	0	0	0	0	8	14
4	5	100	0	0	0	0	0	0	2	40	2	40	0	0	1	20	0	0	0	0	5	8
5	12	100	0	0	0	0	0	0	6	50	2	17	2	17	1	8	1	8	0	0	12	20
6	9	100	0	0	0	0	0	0	3	34	4	44	1	11	0	0	1	11	0	0	9	15
Total	53	90	1	2	4	6	1	2	32	54	11	18	8	14	4	7	4	7	0	0	59	100

Table 19

Number and Rate of Drops
by Grade, Ethnicity, and Six-Week Period
for the Rural Area

Grade	Ethnicity: Anglo n	Anglo %	Black n	Black %	Mex-Am n	Mex-Am %	Other n	Other %	Six-Weeks Period: 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	32	80	2	5	6	15	0	0	1	3	11	28	10	25	0	0	14	35	4	10	40	17
1	47	87	3	6	2	4	2	4	16	30	8	15	7	13	6	11	8	15	9	17	54	23
2	44	90	2	4	3	6	0	0	19	39	7	14	2	4	4	8	5	10	12	24	49	20
3	34	81	2	5	6	14	0	0	14	33	3	7	4	10	4	10	9	21	8	19	42	18
4	20	83	2	8	2	8	0	0	11	46	3	13	4	18	2	8	3	13	1	4	24	10
5	13	93	0	0	1	7	0	0	4	29	0	0	3	21	0	0	1	7	6	43	14	6
6	16	94	0	0	1	6	0	0	2	12	4	24	4	24	1	6	2	12	4	24	17	7
Total	206	86	11	5	21	9	2	1	67	28	36	15	34	14	17	7	42	18	44	18	240	100

Table 20

Number and Percentage of Transfers
for Each Six-Week Period

Grade	Six-Weeks Period 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	101	15	150	23	136	20	140	21	113	17	26	4	666	6
1	1241	57	253	12	235	11	243	11	190	9	30	1	2192	19
2	1193	59	222	11	215	11	204	10	156	8	31	2	2021	18
3	1215	61	230	12	187	9	165	8	152	8	46	2	1995	17
4	1043	60	195	11	194	11	147	8	129	7	31	2	1739	15
5	916	60	191	12	145	9	133	5	126	8	22	1	1533	13
6	836	61	136	10	154	11	120	9	102	7	24	2	1375	12
Total	6545	57	1377	12	1266	11	1152	10	968	8	210	2	11521	100

Table 21

Number and Percentage of Withdrawals
for Each Six-Week Period

Grade	Six-Weeks Period 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	51	19	81	31	60	23	43	16	26	10	4	1	265	4
1	956	78	105	9	77	6	45	4	32	3	1	>1	1216	19
2	939	82	83	7	70	6	24	2	22	2	3	>1	1141	17
3	899	82	82	7	59	5	34	3	22	2	4	>1	1100	17
4	830	83	74	7	56	6	26	3	13	1	1	>1	1000	15
5	766	81	85	9	48	5	32	3	15	2	2	>1	948	15
6	702	80	76	9	50	6	27	3	17	2	1	>1	873	13
Total	5143	79	586	9	420	6	231	4	147	2	16	>1	6543	100

Table 22

Number and Percentage of Drops
for Each Six-Week Period

Grade	Six-Weeks Period 1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	6 n	6 %	Total n	Total %
K	76	7	197	19	187	18	186	18	250	24	138	13	1037	10
1	653	39	220	13	204	12	219	13	255	15	137	8	1688	17
2	787	46	177	10	183	11	166	10	246	14	143	8	1702	17
3	683	46	150	10	171	12	160	11	203	14	103	7	1470	15
4	708	49	167	12	150	10	151	10	196	14	78	5	1450	15
5	606	47	169	13	122	9	136	11	166	13	88	7	1287	13
6	601	47	138	11	126	10	166	13	170	13	79	6	1280	13
Total	4114	41	1218	12	1143	12	1187	12	1486	15	766	8	9914	100

Table 23

Number and Percentages of Transfers, Withdrawals, and Drops by Ethnicity

	Transfers		Withdrawals		Drops	
	n	%	n	%	n	%
Anglo	2657	23	1673	26	5972	60
Black	6896	60	3693	56	2447	25
Mexican-American	1910	17	1137	17	1277	13
Other	58	1	40	1	218	2
Total	11521	100	6543	100	9914	100

APPENDIX

Northwest

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	K-3	133	1	4	2	+ 2	2	26	127
2	K-3	736	1	7	13	- 6	4	11	121
3	K-3	116	1	11	14	- 3	1	9	127
4	K-3	361	1	10	12	- 2	1	12	123
5	K-3	395	1	11	18	- 7	3	11	117
	4-6	763	2	12	15	- 3	2	9	124
6	K-3	243	1	6	5	+ 1	2	5	128
7	K-3	253	1	8	2	+ 6	1	13	131
	4-6	473	2	6	10	- 4	2	3	128
8	K-3	442	1	15	19	- 4	2	1	122
9	K-3	366	1	20	15	+ 5	2	1	124
10	K-3	129	1	9	6	+ 3	2	40	121
11	K-3	141	1	4	5	- 1	1	9	131
12	K-3	156	1	14	20	- 6	0	8	119
13	K-3	317	1	22	19	+ 3	5	4	125
14	K-3	566	1	19	25	- 6	5	22	117
15	K-6	168	3	14	3	+11	1	43	118
16	K-3	314	1	11	5	+ 6	4	17	125
	4-6	532	2	10	15	- 5	7	16	122
17	K-3	218	1	6	8	- 2	0	35	124
18	K-3	102	1	8	14	- 6	7	59	117
	4-6	362	2	15	26	-11	6	27	117
19	K-3	317	1	18	18	0	7	15	116
20	K-6	593	3	9	12	- 3	3	17	125
21	K-3	116	1	10	16	- 6	0	22	131
	4-6	482	2	10	14	- 4	4	24	126
22	K-2	181	1	8	20	-12	1	7	121
23	K-3	96	1	8	6	+ 2	1	24	127
24	K-3	736	1	11	10	+ 1	2	9	121
25	K-3	250	1	11	9	+ 2	0	40	121
	4-6	431	2	9	7	+ 2	3	16	124
26	K-6	480	3	20	24	- 4	3	22	123
27	K-6	184	3	26	22	+ 4	2	29	114
28	K-3	447	1	8	15	- 7	2	6	123
29	K-3	87	1	5	3	+ 2	1	43	128
	4-6	377	2	8	11	- 3	3	27	120
30	K-6	547	3	12	11	+ 1	1	7	127
31	K-3	131	1	8	8	0	2	21	132
	4-6	283	2	11	12	- 1	1	16	126
32	K-3	290	1	15	15	0	1	7	120
33	K-3	225	1	9	7	+ 2	2	37	122
	4-6	579	2	10	9	+ 1	5	17	123
34	K-3	279	1	21	23	- 2	2	14	121
35	K-3	228	1	16	51	-35	0	4	119
36	K-3	117	1	9	4	+ 5	1	17	126
	4-6	387	2	9	8	+ 1	5	17	125
37	K-3	73	1	11	11	0	4	11	125
	4-6	447	2	12	12	0	3	21	121
38	K-3	128	1	2	4	- 2	1	29	130
Totals	K-3	8841		13	10	+ 3	3	16	123
	4-6	6132		11	13	- 2	3	17	123
	K-6	14973		12	14	- 2	3	16	126

Note. Impact Status: 1=no bussing, left unaltered
2=bussing "impacted" location
3=naturally integrated
Rate defined as percentage

Northeast

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	K-3	266	1	13	14	- 1	1	30	127
	4-6	312	2	17	22	- 5	5	21	127
2	K-3	436	1	33	33	0	1	11	118
3	K-3	324	1	7	9	- 2	2	10	126
4	K-3	168	1	26	32	- 6	1	8	116
5	K-3	331	1	23	35	-12	2	10	115
6	K-3	228	1	17	6	+11	1	33	122
	4-6	285	2	20	19	+ 1	1	24	123
7	K-6	744	3	21	20	+ 1	3	22	116
8	K-3	394	1	22	21	+ 1	5	5	116
9	K-3	230	1	7	5	+ 2	1	25	132
10	K-3	133	1	32	41	- 9	3	11	117
11	K-3	181	1	42	39	+ 3	4	6	111
12	K-3	169	1	6	9	- 3	0	16	132
13	K-6	180	3	3	5	- 2	3	13	125
14	K-3	296	1	4	10	- 6	2	16	127
15	K-3	197	1	8	6	+ 2	1	19	127
	4-6	553	2	14	10	+ 4	3	19	123
16	K-6	605	3	17	18	- 1	0	13	122
17	K-6	377	3	9	13	- 4	2	20	122
18	K-6	767	3	17	22	- 5	3	20	120
19	K-3	384	1	9	5	+ 4	1	20	129
	4-6	698	2	11	13	- 2	2	11	131
20	K-3	308	1	14	10	+ 4	3	20	121
	4-6	658	2	13	17	- 4	2	17	123
21	K-3	479	1	16	18	- 2	0	5	127
22	K-6	572	3	23	25	- 2	3	9	122
23	K-3	271	1	12	8	+ 4	1	23	121
	4-6	705	2	14	16	- 2	3	17	123
24	K-3	257	1	13	12	+ 1	2	25	129
	4-6	627	2	12	9	+ 3	2	14	124
25	K-6	372	3	22	22	0	1	17	124
26	K-3	369	1	12	10	+ 2	4	28	122
	4-6	465	2	21	23	- 2	3	20	125
27	K-3	223	1	12	13	- 1	3	17	121
28	K-3	183	1	32	31	+ 1	2	8	121
Totals	K-3	8152		17	17	0	2	16	122
	4-6	5645		16	17	- 1	3	17	124
	K-6	13797		17	17	0	2	17	122

Note. Impact Status: 1=no bussing, left unaltered
2=bussing "impacted" location
3=naturally integrated
Rate defined as percentage

Southwest

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	K-6	634	3	18	9	+ 9	1	11	128
2	K-6	376	3	18	15	+ 3	3	19	115
3	K-6	608	3	25	39	-14	2	23	117
4	K-6	485	3	19	18	+ 1	2	5	127
5	K-6	527	3	14	18	- 4	2	21	122
6	K-6	639	3	13	13	0	2	14	125
7	K-6	632	3	19	10	+ 9	1	12	130
8	K-6	507	3	15	17	- 2	2	16	122
9	K-6	608	3	22	23	- 1	1	16	122
10	K-6	595	3	18	18	0	2	18	127
11	K-6	348	3	31	17	+14	3	28	116
12	K-6	557	3	15	19	- 4	3	15	125
13	K-6	621	3	23	26	- 3	3	21	117
14	K-6	945	3	12	8	+ 4	0	6	131
15	K-6	441	3	21	16	+ 5	4	17	122
16	K-6	458	3	17	16	+ 1	3	15	121
17	K-6	424	3	24	24	0	5	23	120
18	K-6	723	3	19	23	- 4	2	22	121
19	K-6	750	3	15	8	+ 7	1	16	128
20	K-6	457	3	16	24	- 8	2	22	124
21	K-6	713	3	11	11	0	2	10	128
22	K-6	713	3	11	11	0	2	10	128
23	K-6	738	3	19	12	+ 7	1	14	126
24	K-6	725	3	19	15	+ 4	3	17	128
25	K-6	482	3	17	19	- 2	2	16	123
26	K-6	515	3	22	18	+ 4	1	16	123
27	K-3	9544		16	16	0	2	16	123
	4-6	6612		18	16	+ 2	2	15	125
	K-6	16156		17	16	+ 1	2	15	124

Rural

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	5-6	292	1	8	10	- 2	1	4	128
2	K-6	354	1	11	10	+ 1	3	19	121
3	K-4	674	1	8	5	+ 3	2	24	122
4	K-3	754		9	7	+ 2	2	25	122
	4-6	566		8	8	0	2	10	125
	K-6	1320		9	8	+ 1	2	18	124

Note. Impact Status: 1=no bussing, left unaltered
2=bussing "impacted" location
3=naturally integrated
Rate defined as percentage

Southeast

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	K-3	408	1	13	6	+ 7	2	14	121
	4-6	697	2	16	14	+ 2	1	14	123
2	K-3	368	1	12	13	- 1	4	18	121
3	K-6	800	3	16	24	- 8	2	10	124
4	K-3	345	1	11	13	- 2	4	22	121
	4-6	367	2	17	18	- 1	5	14	128
5	K-3	765	1	18	28	-10	3	9	124
6	4-6	537	2	12	14	- 2	1	4	126
7	K-3	243	1	16	13	+ 3	4	18	112
	4-6	289	2	17	17	0	3	13	123
8	K-3	405	1	18	21	- 3	4	6	124
9	K-3	168	1	15	10	+ 5	2	18	116
	4-6	487	2	12	14	- 2	3	16	126
10	K-3	379	1	19	14	+ 5	3	12	125
	4-6	537	2	16	16	0	1	10	124
11	K-3	438	1	13	10	+ 3	1	22	120
12	K-3	276	1	13	16	- 3	1	19	113
13	K-3	319	1	16	17	- 1	3	17	119
14	K-3	398	1	23	21	+ 2	5	9	121
15	K-3	348	1	6	10	- 4	1	19	123
16	4-6	664	2	16	12	+ 4	2	15	123
17	K-3	186	1	6	19	-13	1	28	120
	4-6	586	2	17	26	- 9	3	17	124
18	K-3	474	1	18	23	- 5	4	7	115
19	K-3	241	1	14	13	+ 1	2	23	121
Totals	K-3	6321		15	16	- 1	3	14	120
	4-6	4424		15	17	- 2	2	14	125
	K-6	10745		15	17	- 2	3	14	122

South Central

School	Grade Level	Number Enrolled	Impact Status	Transfer Rate in	Transfer Rate Out	Net Transfer (In-Out)	With-drawal Rate	Drop Rate	Avg. Atten-dance
1	K-6	1176	1	11	8	+ 3	1	4	127
2	K-6	759	1	31	30	+ 1	3	8	126
3	K-6	1204	1	17	19	- 2	1	1	126
4	K-3	696	1	18	17	+ 1	1	10	123
5	K-6	653	1	8	17	- 9	1	8	129
6	K-6	457	1	21	21	0	1	6	120
7	4-6	641	1	21	15	+ 6	14	9	
8	K-6	1120	1	23	23	0	1	6	125
9	K-6	634	1	15	17	- 2	2	9	127
10	K-6	541	1	11	6	+ 5	1	4	132
11	K-3	594	1	13	8	+ 5	1	5	128
12	K-6	1216	1	26	21	+ 5	3	10	127
13	K-6	1194	1	21	20	+ 1	0	7	124
14	4-6	526	1	10	7	+ 3	1	7	133
15	K-3	833	1	24	23	+ 1	0	8	123
16	4-6	611	1	17	23	- 6	1	6	128
17	K-3	816	1	16	18	- 2	2	7	122
18	K-6	788	1	6	9	- 3	1	4	131
19	4-6	504	1	21	0	+21	0	7	128
Totals	K-3	8419		19	18	+ 1	1	7	125
	4-6	6544		17	15	+ 2	2	6	129
	K-6	14963		18	17	+ 1	2	7	127